



AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

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|--|---|--|------------|--|---|---------------------------------|---|------------|---|
| Course Title | | Techniques For Identifying Preschool Children | | | | | | | |
| Course Code | | OÖÖ402 | | Couse Level | | First Cycle (Bachelor's Degree) | | | |
| ECTS Credit | 3 | Workload | 73 (Hours) | Theory | 3 | Practice | 0 | Laboratory | 0 |
| Objectives of the Course | | Try to execute necessary educative activities for the preschool child considering psychological and developmental factors while identifying the individual | | | | | | | |
| Course Content | | The importance and necessity of identifying preschool children, main principles while identifying children and main perspectives, important techniques; observation, interview, house visits, surveys, sociometry, who is who, auto biography, role play, reflection on identify results | | | | | | | |
| Work Placement | | N/A | | | | | | | |
| Planned Learning Activities and Teaching Methods | | | | Explanation (Presentation), Case Study | | | | | |
| Name of Lecturer(s) | | | | | | | | | |

Assessment Methods and Criteria

| Method | Quantity | Percentage (%) |
|---------------------|----------|----------------|
| Midterm Examination | 1 | 40 |
| Final Examination | 1 | 70 |

Recommended or Required Reading

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| 1 | Özgüven İ. E. (2005). Bireyi Tanıma Teknikleri. Ankara: PDREM Yayınları |
| 2 | Gürün, O. A.(1984). Çocuğumuzu Tanıyalım. İstanbul: İnkilap Yayınları |
| 3 | Mcafee, O. & Leong, D. J. (2012). Assesing and Guiding Young Children's Development and Learning. New Jersey: Pearson. |

| Week | Weekly Detailed Course Contents | |
|------|---------------------------------|---|
| 1 | Theoretical | Introduction to course context and resources |
| 2 | Theoretical | Individual and Individuality: Influencing factors for individual differences |
| | Preparation Work | Özgüven İ. E. (2005). Bireyi Tanıma Teknikleri. Ankara: PDREM Yayınları |
| 3 | Theoretical | Goals, importance, and necessity of getting to know children |
| | Preparation Work | Özgüven İ. E. (2005). Bireyi Tanıma Teknikleri. Ankara: PDREM Yayınları |
| 4 | Theoretical | Basic principles for conceptualizing children |
| | Preparation Work | Özgüven İ. E. (2005). Bireyi Tanıma Teknikleri. Ankara: PDREM Yayınları |
| 5 | Theoretical | Some techniques which can be used for getting to know the children |
| | Preparation Work | Özgüven İ. E. (2005). Bireyi Tanıma Teknikleri. Ankara: PDREM Yayınları |
| 6 | Theoretical | Anecdotal records, observation lists |
| 7 | Theoretical | Observational techniques |
| 8 | Intermediate Exam | Intermediate exam |
| 9 | Theoretical | Interview technique |
| | Preparation Work | Mcafee, O. & Leong, D. J. (2012). Erken Çocukluk Döneminde Gelişim ve Öğrenmenin Değerlendirilmesi ve Desteklenmesi. (Çev. Ed. Birsen Ekinci Palut). Ankara: Nobel. |
| 10 | Theoretical | Survey |
| | Preparation Work | Mcafee, O. & Leong, D. J. (2012). Erken Çocukluk Döneminde Gelişim ve Öğrenmenin Değerlendirilmesi ve Desteklenmesi. (Çev. Ed. Birsen Ekinci Palut). Ankara: Nobel. |
| 11 | Theoretical | projective techniques |
| | Preparation Work | Mcafee, O. & Leong, D. J. (2012). Erken Çocukluk Döneminde Gelişim ve Öğrenmenin Değerlendirilmesi ve Desteklenmesi. (Çev. Ed. Birsen Ekinci Palut). Ankara: Nobel. |
| 12 | Theoretical | Sociometry |
| | Preparation Work | Mcafee, O. & Leong, D. J. (2012). Erken Çocukluk Döneminde Gelişim ve Öğrenmenin Değerlendirilmesi ve Desteklenmesi. (Çev. Ed. Birsen Ekinci Palut). Ankara: Nobel. |
| 13 | Theoretical | Case study |
| | Preparation Work | Mcafee, O. & Leong, D. J. (2012). Erken Çocukluk Döneminde Gelişim ve Öğrenmenin Değerlendirilmesi ve Desteklenmesi. (Çev. Ed. Birsen Ekinci Palut). Ankara: Nobel. |
| 14 | Theoretical | Performance tests |
| | Preparation Work | Gürün, O. A.(1984). Çocuğumuzu Tanıyalım. İstanbul: İnkilap Yayınları |



| | | |
|----|-------------|---|
| 15 | Theoretical | Preservation and protection of personal information collected |
| 16 | Final Exam | FINAL EXAM |

Workload Calculation

| Activity | Quantity | Preparation | Duration | Total Workload |
|---------------------------------------|----------|-------------|----------|----------------|
| Lecture - Theory | 14 | 0 | 3 | 42 |
| Assignment | 5 | 0 | 2 | 10 |
| Reading | 3 | 0 | 3 | 9 |
| Midterm Examination | 1 | 0 | 5 | 5 |
| Final Examination | 1 | 0 | 7 | 7 |
| Total Workload (Hours) | | | | 73 |
| [Total Workload (Hours) / 25*] = ECTS | | | | 3 |

*25 hour workload is accepted as 1 ECTS

Learning Outcomes

| | |
|---|--|
| 1 | understand the importance and the aim of identifying preschool children |
| 2 | know the methods to recognize children |
| 3 | know the important necessary properties of the children |
| 4 | know the techniques that is necessary to identify children |
| 5 | understand the importance of identifying children according to educational perspective |

Programme Outcomes (Early Childhood Teacher Education)

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|----|--|
| 1 | To be able to gain subject knowledge of profession in theory and practice in the learning process. |
| 2 | To be able to gain the competence of using the appropriate approach, strategy, technique for the plans in the learning process, by making instructional plans related to the subject-matter. |
| 3 | To be able to gain skills of the teaching profession in the learning process. |
| 4 | To be able to implement teaching profession knowledge, skills, attitudes and habits related to the subject-matter in a real teaching and learning environment in the learning process. |
| 5 | To be able to comprehend contemporary approaches of education and the philosophies they are based on. |
| 6 | To be able to gain the basic skills such as comprehending, expressing, commenting, evaluating, being aware and enterprising, communicating, acknowledging the individual related to the subject-matter |
| 7 | To be able to become individuals faithful to the Principles and Revolutions of Ataturk, be modern, democratic,, secular, protecting and deveoping one's country, being alive to the nation, respecting human rights, preserving the nature, not being discriminatory, giving importance to the traditions and customs, protecting the values |
| 8 | To be able to improve oneself in terms of sport, art and culture |
| 9 | To be able to become individuals believing in lifelong learning. |
| 10 | To be able to educate individuals who keep up with developments in social, economic, technological and scientific areas, who investigate the main reasons of World problems and try to contribute to the solution of these problems |

Contribution of Learning Outcomes to Programme Outcomes 1:Very Low, 2:Low, 3:Medium, 4:High, 5:Very High

| | L1 | L2 | L3 | L4 | L5 |
|-----|----|----|----|----|----|
| P1 | 5 | 5 | 5 | 5 | 5 |
| P2 | 5 | 5 | 5 | 5 | 5 |
| P3 | 5 | 5 | 5 | 5 | 5 |
| P4 | 4 | 5 | 4 | 5 | 5 |
| P5 | 5 | 5 | 3 | 5 | 3 |
| P6 | 5 | 5 | 5 | 5 | 5 |
| P7 | 2 | 2 | 2 | 2 | 2 |
| P8 | 1 | 2 | 2 | 2 | 2 |
| P9 | 2 | 3 | 3 | 2 | 2 |
| P10 | 3 | 3 | 2 | 2 | 2 |

